|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Group Work | As a group member you functioned exceptionally well. You listened to, share with, and supported the efforts of others. The group consensus was that you worked well individually. | As a group member you participated most of the time. Most of the time you listened to, shared with, and supported the efforts of others. The group, for the most part, believes you contributed fairly. | As a group member you functioned poorly. More often than not you did not listen to share with, and support ideas of others. The group does not believe you contributed sufficiently. | As a group member you did not contribute. You did not listen to, share with, and support the ideas of others. The group does not believe you participated in this project. |
| Duration of Broadcast and Editing of Presentation | The newscast was between 7 to 10 minutes with smooth transitioning throughout the video or radio broadcasting. | The newscast was between (2 to 3 minutes more or less than) 7 to 10 minutes. There were some rough transitions within the video broadcast or recording. | The newscast did not meet the time requirement (over or under 5 minutes of allotted time) and editing seemed to be lacking. | The newscast was significantly over or under time and was poorly edited, if at all. |
| Point of View with Purpose | Newscast establishes a purpose at the beginning and maintains that focus throughout. It is a cohesive newscast. | Newscast establishes a purpose at the beginning, but at times wanders away from the focus. | The purpose is somewhat clear but there are many aspects of the newscast that only seem to be slightly related. | The newscast shows little to no focus or purpose and it was difficult to see if any direction or point of view was being taken. |
| Awareness of Audience | All students in the group can clearly explain why they felt the vocabulary, audio, and graphics they chose fit their intended purpose. | All students in the group can explain why they felt most of the vocabulary, audio, and graphics they chose fit their intended purpose. | There was some awareness of the audience, but there is lacking of explanation on how students are able to describe how the vocabulary, audio, and graphics they chose fit their intended purpose. | There was little to no awareness of the audience within the presentation and the majority of the students are unable to explain the purpose of the vocabulary, audio, and graphics within their broadcast. |
| Graphics and Creative Originality | Graphics, audio recordings, and visuals were organized and clearly related to the material being presented. | Graphics, audio recordings, and visuals are mostly related to the material being presented but there may be a few gray areas or lack of originality. | Graphics, audio recordings, and visuals are only somewhat related to the material being presented and have little to no originality. | Graphics, audio recordings, and visuals are not related to the material being presented. There is no evidence originality. |
| Research | The group researched the subject and integrated at least 5 or more outside sources from their research into their broadcast. | The group researched the subject and integrated 3 outside sources from their research into their broadcast. | The group researched the subject and integrated 2 outside sources from their research into their broadcast. | Either no research was done or it was not clear that the group used it in the broadcast. |
| Oral Presentation and Written Script | Spoken clearly and distinctly all of the time. There was strong evidence through the written script that planning time was effectively used and integrated into broadcast. | Spoken clearly and distinctly most of the time. There were few errors from the written script created; there may be a missing fact or a slight lack of effective integration into the broadcast. | Spoken clearly and distinctly some of the time but there is evidence that the written script was not fully developed. There were more than two facts that were incorrect and it is evident that planning time was not used effectively nor is there evidence of little to no integration of the written broadcast. | Does NOT meet the requirements of a written script. Either the written script is missing, poorly written or not used within the broadcast. Spoken verbatim is unclear and hard to decipher. Evidence of planning time not used. |

**Vietnam War Task Assessment**

Objective:

You have now critically analyzed your texts, newspapers, and have had multiple discussions within the classroom. It is time to put it into use with broadcasting!  
Overview

* At least 7-10 minutes
* Contains 5 different references (These can be your textbooks, short stories, poems, books we’ve read, radio broadcasts or newspapers.)
* A typed up script of your broadcast.

You will take a perspective and a stance on whether or not the Vietnam War was morally right or wrong as a group. This will be the basis of your essay as well as your project.

You will work in groups that I have assigned for you. Together you will decide on what type of media you would like to choose.

\*Below is a rubric of your expectations. Please refer to this when constructing your presentation.